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ABSTRACT

A three-phase research project was conducted at Ventura College to design, implement, and evaluate a faculty development program. In the first phase, an eight-member program committee was established to define goals and set objectives for a curriculum for personal, organizational, and instructional development. The committee conducted a faculty needs assessment survey and from the results developed a series of six weekly two-hour workshops. The workshops constituted the second phase of the program and allowed 61 faculty members to participate in small group sessions to discuss teaching strategies, investigate conflict resolution, gain information about student reading levels and motivation, and explore new instructional methods and materials. In the final phase of the project, an evaluation survey of 31 workshop participants was analyzed to determine the success of the project. Those activities relating to instructional development, particularly those presenting new instructional techniques and methods, were evaluated more favorably than those dealing with personal or organizational development. Survey forms and related project materials are appended. (DR)

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The Development, Implementation and Evaluation of a Faculty Development Program at Ventura College, Ventura, California

THOMAS A. MCDANNOLD

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1979

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I am grateful to Joani, my wife. Her love and assistance were beyond value from the beginning.

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A FACULTY DEVELOPMENT PROGRAM AT VENTURA COLLEGE, VENTURA, CALIFORNIA

By

Thomas A. McDannold

April 1979

This Major Applied Research Project (MARP) consists of the development, implementation and evaluation of a comprehensive faculty development program at Ventura College, Ventura, California. The research questions were: 1. What are the needs of the faculty which are not being met? 2. Can a comprehensive development program meet faculty needs? 3. Is it possible to evaluate the faculty development program through its stated objectives?

The project was conducted in three phases. In the first phase, a program committee was assembled, a needs assessment conducted and resource persons identified. In

addition, the committee formulated ten program objectives. Of the ten objectives, four related to instructional development, three of the objectives pertained to organizational development. The last four objectives dealt with personal development. The needs assessment, identification of resource persons and the writing of the program objectives resulted in a curriculum for faculty development. The second phase of the project consisted of curriculum implementation. The program committee generated faculty support and initiated the curriculum. The curriculum was presented in six weekly meetings. The conclusion of the curriculum presentations marked the beginning of the third phase. This final phase consisted of the program evaluation. The evaluation involved a survey of a systematically drawn sample of 31 of the program's 62 participants.

The survey instrument used to collect the data consisted of two parts. Part One: The Objective Evaluation, asked the participants to rate the degree to which the program met each of the ten objectives. The rating choices were from 1 through 5 where 1 represented objective "met completely" through 5 where objective "not met." The ratings were analyzed using the Likert scale item analysis.

Part Two: The Subjective Evaluation, asked the participants to indicate program activities which were the most and the least beneficial. It also sought suggestions on topics and issues for future programs. Responses to the open ended statements were examined and grouped by category.

The results of the analyses indicated the conclusion that three of the program's ten objectives had been met. Further, it was indicated by the results of the study that the participants found the instructional development activities and the association with other instructors to be of benefit. It was also concluded based on the study findings that a future program should be more broadly based with instructional development activities and topics related to organizational development.

The recommendation follows that a future program include a greater number of participants; that there be a continued emphasis on instructional development and that there was to be greater emphasis on organizational and personal development. Lastly, it was recommended that these project data serve as baseline data for an empirical evaluation of the future program.

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CHAPTER 1

INTRODUCTION

This Major Applied Research Project (MARP) has sought to alleviate the problem of a reduction in faculty development activities at Ventura College, Ventura, California. The approach used to mitigate the problem centered around comprehensive faculty development program. The program and its activities were directed toward meeting the unfulfilled development needs of the faculty. The following discussion indicates the breadth of development activities and faculty needs.

Background

The teaching staff of the community college has maintained and advanced professional abilities through faculty development opportunities. The opportunities encompassed a variety of activities (Bergquist and Phillips 1975:3-4; League 1977: 4-5):

1. The sabbatical leave devoted to learning and enrichment in the instructional area.

2. Release time from the classroom for use in the preparation of new materials and the development of courses.

3. Monetary subsidy for attending educational/professional conferences.

4. Salary increases for continued advanced course work.

5. Reduction in the student-teacher ratio.

6. Development grants in small dollar amounts for specific projects.

7. Purchases of instructional equipment.

8. Recruitment of new faculty with innovative and traditional subject matter, teaching techniques and learning theory.

The diversity of the activities represents the breadth of the faculty needs. These needs stem from a continuing need to update skills, knowledge, and competencies in teaching (Parker 1976: 9-10; Roueche and Herrscher, 1973: iv).

The needs for updating have often been prompted by a student body with rapidly changing educational needs (Cross, 1971) as well as an acceleration of change within the field of education itself (Toffler, 1970: 398-427).

The needs have been identified at the federal institutional and faculty levels. At the federal level, the

National Advisory Council pointed out the needs and strongly recommended the continuance and expansion of faculty development activities (National Advisory Council, 1972). In a similar manner, the needs and continuation of the activities were advocated by a panel of educators who maintained a national perspective (Group, 1974: 18).

At the institutional level, a survey of 207 post-secondary schools revealed the widespread support for faculty development (Hammons and Wallace, 1976). Similarly, a high level of administrative interest in faculty development has been identified (North Carolina, 1975; Stattings, 1977:19-22). In fact, administrators generally viewed the activities as a means of improving instruction as well as assisting the teacher in realizing his/her potential (Green, 1971: 201). Overall, they felt that the activities helped in improving morale and strengthening identification with the institution (Belasco and Trice, 1969).

At the faculty level, the instructors were found to have a strong belief in development activities as a means of becoming more effective and efficient in their teaching (Kozoll, 1974:72). For example, when 2,008 community college instructors were asked if they were interested in

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participating in faculty development programs in the next five years, 86 percent replied in the affirmative (Cohen and Brawer, 1971: 143). Thus, it appears that many people at all levels of postsecondary education have perceived faculty development as being of value.

Concomitant with the perceptions were several changes in social and economic conditions. Two changes of particular interest to this study were: (1) The renewed interest on the part of the public in educational accountability and (2) a decrease in college revenue. The first change brought about a concern for obtaining the maximum education per dollar expenditure. Specific attention was directed toward improving teaching efficiency (Blaschke, 1971: 245; Claxton, 1976:i). The second change was a reduction in funds because of declining enrollments and fiscal restrictions caused by legislative action (Ecker-Racz, 1978:44-45).

The effects of these combined changes served to increase the value of faculty development while at the same time restricting opportunities for faculty development. For example, the public's concern for accountability allowed faculty development to assume its predicted role as a means of helping develop a potent and creative faculty (O'Banion,

1972b:10-11). Additionally, the low turnover in faculty underscored the need for development of in situ faculty (Shultz, 1973). The reduced turnover rate stemmed from a decrease in the student body. This prompted a general decrease in hiring and interschool transfers of faculty (Freedman, 1973; Weigin, 1976). With the reduced mobility, faculty development was seen as the means of exposing faculty to new teaching concepts and methods (Group, 1974:16-17; Theis, 1977:5-6). However, the condition that brought about the reduced mobility also resulted in budgetary reductions. The reductions in expenditures have had a significant impact on faculty development.

Examples of the impact on faculty development were identified at Ventura College in Ventura, California. First, there was a 66 percent reduction in sabbatical leaves as well as a decrease in release time for faculty. In addition, conference subsidy was reduced by 75 percent and the dialogue related to elimination of salary increases for advanced course work was renewed. In a related manner, student-teacher ratios were increased through administrative and union actions. Also, the purchase of instructional technology was severely restricted. Lastly, the hiring of

new faculty was greatly reduced with positions remaining unfilled. Thus, the faculty found it increasingly difficult to respond to changes in the student clientele, the educational setting and instructional methods (Gaff, 1975:2).

The changes at Ventura College were characterized by an influx of new students who frequently had a modest or inappropriate preparation for college. Similarly, organizational changes (such as outreach programs) often required the instructor to vary instruction according to the needs of the diverse groups being served. In addition, the increase in interdisciplinary programs and courses offered new challenges in instructional management to the instructor (Cohen and Brawer, 1977:65-68).

These changes prompted a broad spectrum of faculty needs. Significantly, the needs were largely context-dependent; there were no absolute standards by which specific needs could be identified (Scriven and Roth, 1978:10). Accordingly, the needs varied. Thus, at a time when change was rapid and the need for knowledge allowing for a response to change was paramount, the faculty's opportunities for development were less rich.

As a result of the restrictions in development oppor-

tunities and a change in the teaching situation, the faculty at Ventura College experienced a situation where there was a widespread recognition of the need for faculty development while the opportunities for development had declined.

Significance

This study has significance in three areas. The areas are the faculty, the development program and the institution. The significance for the faculty, whose needs span the instructional, organizational and personal areas of professional development, lies in the program facilitating a merging of individual professional competence and personal growth. This merging is best accomplished by encouraging and assisting the faculty to explore their attitudes about teaching and learning. In a similar manner, faculty acquire more knowledge about professional education while enhancing their sensitivities to students and colleagues. Also, the faculty gain an understanding of how they can balance their teaching with their non-teaching responsibilities (Cohen and Brawer, 1977:67).

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In a related fashion, the use of faculty resources is also of significance. For example, the faculty members themselves are the most important educational resource of the college (Gaff, 1975:5). Their importance as a resource lies in their diverse training, field of study, years of experience, educational philosophy, organizational abilities and personal relationships. This diversity is used within the program through sharing individual interests and skills (Gaff, 1975:6-7). Thus, individual abilities are matched with individual needs. The anticipated result is a cohesive group who grow professionally and personally through mutual supportive interaction.

The second area of significance is the evaluation of the program. Through the use of the program's objectives, it is possible to indicate th degree to which the objectives were met. The information is of value in terms of policy decisions (Anderson and Coles, 1978:vii-ix). For example, the extent of objective attainment contributes to decisions on program continuance, expansion or cancellation. Further, the degree of objective fulfillment allows for prog am modification (Baker, 1978:68). Also, an examination of the accomplishment of the program's objectives can be

used to develop support for the program (Anderson and Coles, 1978:ix). Overall, an evaluation using the objectives provides the means whereby the effectiveness of the program is judged and indicates the areas of program strengths and weakness.

The project is significant in a third area--the institution itself. It is significant because the program provides an environment where the faculty move toward increasing and improving their professional abilities. This facilitates greater student learning opportunities. Likewise, it assists in bringing about a stronger relationship between faculty members, students and administration. Overall, the institution is enlivened because of the participant's involvement with the program.

Research Questions

This project sought to answer three research questions.

1. What are the needs of the faculty that are unfulfilled?
2. Can a comprehensive developmental program satisfy faculty needs?
3. Is it possible to evaluate the faculty development

program through its stated objectives?

There were ten program objectives. Each objective stated that faculty who participated in the program would have certain of their development needs met through:

1. An evaluation of their present instructional circumstances.
2. A diagnosis of problem areas within the instructional condition.
3. Instruction in teaching methods.
4. Assistance in curriculum development.
5. An investigation of team-building strategies.
6. An examination of decision-making techniques.
7. Practice in conflict management.
8. Group discussions about teaching.
9. Presentations on methods of interpersonal growth.
10. Assistance in personal growth.

Null Hypotheses

There were ten null hypotheses investigated in the study. Each null hypothesis related to the program participants rating of a specific objective. The null hypotheses were:

H-1. The program did not stimulate an evaluation of the present instructional condition.

H-2. The program did not diagnose problem areas within the instructional condition.

H-3. The program did not provide instruction in teaching methods.

H-4. The program did not give assistance in curriculum development.

H-5. The program did not offer strategies in team-building.

H-6. The program did not outline techniques in decision-making.

H-7. The program did not provide practice in conflict management.

H-8. The program did not facilitate group discussion on teaching.

H-9. The program did not present methods of interpersonal growth.

H-10. The program did not assist in personal growth.

Definition of Terms

There were five terms employed in the study which

require special note. The definition of each is given so that the meaning of the particular term is clear.

1. Faculty development was defined as the maturation of an individual in a teaching role in terms of his/her cognitive, affective and social growth as a practitioner and person (Cohen and Brawer, 1977:66).

2. Need was a condition wherein there was a lack; the absence of which brought about an unsatisfactory professional state (Scriven and Roth, 1978:3).

3. Workshop was considered to be a meeting of persons who had a common interest or problem. They met for a period of time to increase their proficiency, ability or understanding by means of study, research and discussion (Reith, 1976:34-35).

4. Program objective was the written specification of what was to be achieved by the faculty member through participation in the activities of the program (Florida State Department, 1976:5).

5. Evaluation was the determination of the value of the program as identified by the participants (Kirkpatrick, 1976:18-20).

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Assumptions and Limitations

The MARP contained five assumptions and four limitations.

Assumptions

There were five assumptions made in the study. They related to the faculty needs survey, the program and the postprogram evaluation.

1. The initial faculty survey replies indicated that the available activities were needed by the respondents.

2. Voluntary participation in the program represented an interest in professional development on the part of the participating faculty member.

3. The program activities were related to the needs of the faculty.

4. The postprogram survey replies were an indication of the participants perception of the degree of need fulfillment.

5. Postprogram survey responses reflected a "cooling off" which allowed for replies which were not overly positive or overly negative.

Limitations

There were five limitations to the study. The limitations pertained to the participants, the campus resources, the survey and the findings.

1. The study addressed only the full time faculty at Ventura College.

2. An attempt was made to meet a faculty need only if the appropriate resource was available.

3. The return rate of the survey instruments was 80 percent or twenty five out of thirty one. Of the twenty five instruments, three (12 percent) were unusable. The reasons for the lack of usability were:

a. Two of the instruments contained an inappropriate manner of response.

b. One of the instruments had pages missing.

The twenty one instruments that were acceptable represented a usable return rate of 67 percent.

4. The interpretation of the findings were limited by the voluntary nature of the participation in the program.

5. There was a lack of generalizations which could be extended beyond Ventura College because the study dealt with

the specific needs of the faculty at the college and the activities required to meet those special needs.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The comprehensive faculty development program has evolved to the point where it facilitates the professional growth of a teacher in the instructional, organizational and personal areas. Faculty needs are seen as leading to re-education processes which produce a curriculum of faculty development. An evaluation of the curriculum indicates the degree of need fulfillment and aids in the formulation of future developmental endeavors. The following discussion focuses on the research that has produced a model of a comprehensive faculty development program.

The Faculty Development Program

The origins of the faculty development program have been identified as the institutional training program. As the program developed, new goals were established. Through time, the various programs maintained a common set of characteristics and responsibilities.

Program Origins

Faculty development programs have their origins in the institutional training program. Prior to 1967, the faculty training program focused on the elimination of pre-service deficiencies (Claxton, 1976:1). The need for the remedial program stemmed from an increase in the number of new teaching positions associated with increased numbers of students and colleges. The faculty were at times unfamiliar with the issues of community college education and the operational system. However, as the student body decreased in size and the number of new colleges being established diminished, fewer faculty positions were available. Thus, there was a decrease in the need for an in-service program which sought to remove pre-service deficiencies. The result was a shift of program emphasis (Group, 1974:15-18).

Consideration was being given to the idea that a community college instructor should result from design rather than chance (Collins and Case, 1975:65). The college had an interest in an instructor who had specialized training in a particular discipline and abilities in teaching and interpersonal skills (Martorana, Toombs and Breneman, 1975:2).

With a more or less fixed faculty, there appeared to be a need for a program that would assist the faculty in becoming more efficient and effective in his/her professional role (Tillery, 1975:74-78). Many institutions responded to the need by launching programs which sought to aid in the improvement of teaching and to bring about changes in attitude about students (Gleazer, 1973:24-27).

In 1967, the training programs at community colleges began to focus on improving the professional quality of existing instructional staff (Medsker and Tillery, 1971; O'Banion, 1972a:25). Specific concern was centered on providing an opportunity for faculty to learn about the students, new developments in their teaching fields and new approaches to teaching (McCabe and Smith, 1975:6-16; O'Banion, 1977:vii).

The various activities were a loose knit program. Essentially, the program's purpose was to encourage and provide opportunities for the professional and personal growth of the faculty (Doyle, 1977). Typically, the program comprised a network of interrelated activities directed not only toward the growth of the faculty but also toward the improvement of learning opportunities for students (Williams,

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1977:8).

Program Goals

The program had two goals. The first goal was the improvement of the quality of the teaching taking place in individual classrooms. The goal was to be reached by focusing on a particular faculty member and the issues that confronted him or her as a teacher and a member of the organization (Bergquist and Phillips, 1965:vi-viii). The second goal was the enhancement of the talents of the faculty, expansion of their interests and improvement of their teaching competencies (Gaff, 1975:14). The expected outcome of the program was an instructor who was to be able to meet the diverse needs and skills of students (Gerth, 1973; Zion and Sutton, 1973).

The goals prompted the faculty development program to include a broad range of activities with the development of the individual being considered an on-going process (Centra, 1976:5). This was in comparison to previous training with its emphasis on the individual's being able to accomplish a task at the conclusion of training (Nadler, 1971:4).

Program Characteristics

An indication of the nature of the faculty development program was found in a survey of 194 faculty development centers and programs in institutions of higher education (Bergquist and Phillips, 1975:287-99). The following program characteristics were consistently identified by the survey.

1. An in-service program rather than pre-service program was presented.

2. The program addressed only postsecondary education.

3. The program primarily served faculty members.

4. The program had a separate identity and organization.

5. Program activities were for all faculty regardless of department or discipline.

6. The focus of the program was the improvement of instruction within the institution.

In addition, the survey identified areas of responsibilities for the instructor, for the administration, and for the institution (Williams, 1977:4).

1. At the instructor level, each individual was responsible for his/her own professional development.

2. At the administrative level, management was responsible for providing opportunities and resources for those individuals seeking improvement.

3. At the institutional level, the school was responsible for establishing, testing and maintaining a comprehensive development program.

The issue of institutional responsibility was further defined. For example, institutional policies and practices were to support the instructors who sought professional growth (Gaff, 1975:93-95). The support was to be an overt institutional effort in conveying a sense of security, professional respect and dignity for the instructor (Hammons, 1975:31). Accordingly, the faculty were considered to be strengthened in their sense of professional development because they perceived their institution as being involved with the program (Kozoll, 1974:9).

A Concern for Change

The acknowledgement of responsibility at the instructor, administrative and institutional levels revealed a concern for change. Typically, faculty input into the program represented an awareness of a need for change in particular

areas (Wattenbarger and Carpenter, 1975:25-30). In a similar manner, the administration revealed an interest in change through its supportive policies and practices (Lavrakas, 1977). The result was a potential for a direct behavioral and attitudinal change in the instructor and consequently a change in the services to students (Nixon, 1973:96-98).

Change, as sought by the faculty development program, employed a re-education strategy (Chin and Benne, 1976:31-33). The strategy assumed a voluntary seeking of need-fulfilling knowledge on the part of the faculty member. The instructor was considered to be guided by internalized meanings, habits and values. Any internal change experienced by the instructor meant that there was alterations within his/her normative structure (meanings, habits and values). In order for change to occur, the individual needed to participate voluntarily in his/her own re-education (Benne, 1976: 324).

Ideally, the change was brought about through participation in a faculty group. The group situation facilitated an awareness within the instructor that information alone may not fulfill his/her needs. In fact, re-education in atti-

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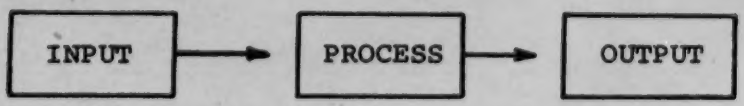
tudes and values was also needed. Thus, through the group, the development of trustworthiness, empathy and caring could take place. As a result, re-education could occur (Rogers, 1969:153). The group frequently employed to bring about normative change in faculty was the faculty development program members.

The Program Model

The faculty development program that facilitated normative change was conceptualized in its totality. Viewed as a whole, it was conducted in a manner whereby the faculty needs could be fulfilled. The holistic perspective was facilitated through the use of a model. For example, the model aided in observing and monitoring the various convoluted needs, purposes and outcomes which were sought. A simple model consisted of input, process and output (Nixon, 1973:55).



The advantage of the model was that it helped to organize that which was brought into the program (input), identi-

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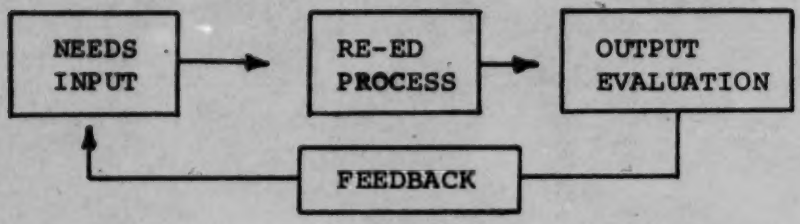
fied the area of process and capsulated the results (output).

The model was strengthened through the addition of a formal evaluation and feedback mechanism (Hawkridge and Chalupsky, 1969: 9; Odiorne, 1965: 11-19):

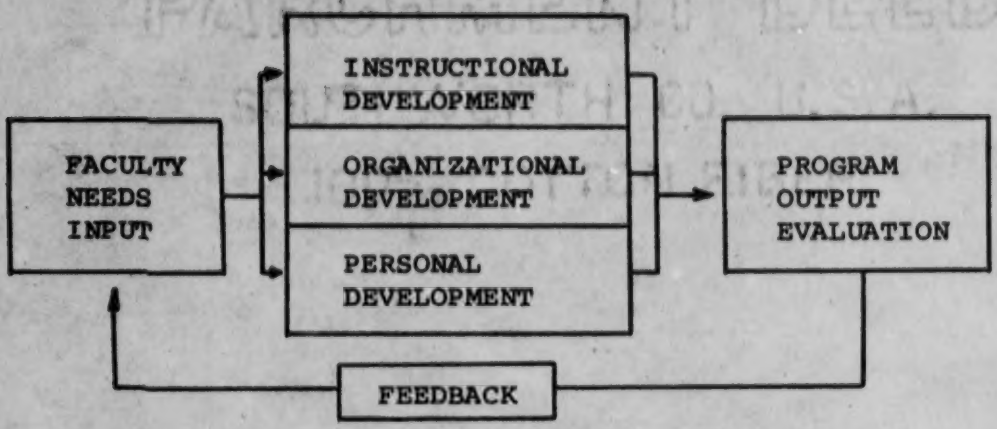


The evaluation mechanism allowed for determining the value of the re-educative process in terms of meeting the needs of those who had made their needs known (Burk, 1969: 24-26). The feedback mechanism provided a means whereby the output gave direction to subsequent re-educative processes (Nixon, 1973: 70).

The re-education in the model consisted of three components.

1. Instructional development.
2. Organizational development.
3. Personal development.

A diagram of the model revealed its internal structure.



The three components of the re-education process provided the faculty with the knowledge needed for improved classroom performance while assisting the development of a supportive academic organization. In addition, the components allowed for an examination and reflection on values and attitudes as they influence the instructor's personal life (Bergquist and Phillips, 1975: 6).

The Instructional Development Component

The instructional development component consisted of four elements that assisted and gave direction to the faculty (Bergquist and Phillips, 1975: 9-137).

1. Evaluation of present practices.
2. Diagnosis of the present condition.
3. Instruction in various teaching methods.
4. Assistance in curriculum development.

This component involved the systematic and continuous application of learning principles and educational technology. The application led to the development of the most effective and efficient learning experience for students (Gaff, 1975: 47). A point of vital importance was that the faculty member was considered the most receptive to instructional development when he/she felt a need to change his/her teaching. In other words, voluntary participation in the program by the faculty member, through a felt need, greatly aided in his/her instructional development.

The Organizational Development Component

The second component of organizational development consisted of four elements (Bergquist and Phillips, 1975: 141-195).

1. Team-building strategies.
2. Decision-making techniques.
3. Conflict management ideas.
4. Aspects of managerial development.

These elements addressed the change process as it related to the individual and the organization. Emphasis was on institutional stress that resulted from the faculty's

instructional development in teaching and learning. The individual's abilities to respond to institutional stress was strengthened through the supportive environment and activities of the program (French and Bell, 1973: 15). Additional support was obtained through institutional endorsement of the program (Bushnell, 1972: 74).

The Personal Development Component

The third component of the model pertained to the personal development of the faculty member. It consisted of three elements (Bergquist and Phillips, 1975: 199-233).

1. Discussion about teaching.
2. Techniques for interpersonal growth.
3. Aspects of personal growth.

The personal development component sought to assist the instructor in areas that had been impacted by instructional and organizational development. Emphasis was placed on the personal areas such as family life and relationships with colleagues and students (Claxton, 1977: 1-19).

The Workshop Format

The workshop approach to faculty development has been offered as a viable means of facilitating the development

program. For example, the workshop provides a way of introducing new ideas or for experimentation with new approaches (O'Banion, 1972a: 107). The workshop has been and is the educational institute's way of keeping faculty up to date in areas relevant to their job performance in the instructional area (Parker, 1976: 19-20). Through the inclusion of the organizational and personal development components, the workshop format encouraged the participants to move towards their full professional potential (Greene, 1971: 201).

Workshop Characteristics

The workshop displayed six characteristics which were of value.

1. The workshop was regularly scheduled (Nissman and Lutz, 1971: 39).

2. The workshop was attended by individuals from various education disciplines (Tyler, 1943: 207-12).

3. Its flexibility allowed for small groups to form while maintaining the integrity of the whole (O'Rourke and Burton, 1957: 3).

4. The participant was responsible for his/her own learning (Boykin, 1955: 4).

5. The responsibility for learning came from the participant's planning input (Anderson, 1951: 253-54).

6. The formal and informal association with other participants contributed to the individual's thinking on specific problems, broadened perspectives and facilitated a continuous exchange of experiences (Kelly, 1951: 7-11).

Types of Workshops

Four basic types of workshops have been identified (Bergquist and Phillips, 1975: 237-41).

1. The long-term workshop. It usually ran from five days to two weeks but could last for a month or more. The long-term workshop required the participants to be in residence.

2. The short-term workshop. Its duration was usually two to four days and required the participants to be in residence.

3. The extended on-campus workshop. Lasting from three to 12 hours in length, the extended on-campus workshop did not require the residency of the participant.

4. The brief on-campus type of workshop did not require residency. It usually lasted for one or two hours.

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The Extended On-Campus Workshop

The type of workshop most frequently used for faculty development activities was the extended on-campus workshop (Bergquist and Phillips, 1975: 238). The workshop lasted for a variable number of hours which were spread over a variable number of days. The sessions consisted of one to three individuals giving a presentation to the participants. Their presentations were followed by a question and answer period. The concluding activity was an open discussion in which the participants shared their personal experiences and ideas.

The extended on-campus workshop format had six major advantages not found in the other types of workshops (Bergquist and Phillips, 1975: 238-40).

1. Faculty could attend without being absent from their classes or family.

2. There were no transportation cost or room and board cost.

3. The format was flexible enough to respond to the participant's needs.

4. It tended to facilitate a sharing of specific information because of the proximity of the participants.

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5. Its duration was sufficient for participants to experiment with ideas and suggestions and to report back to the group.

6. The extended on-campus workshop format was viewed as a series which formed a curriculum of faculty development.

A Curriculum of Faculty Development

A curriculum of faculty development was consistent with the comprehensive model of faculty development which addressed instructional, organizational and personal development (Case, 1976). Curriculum was considered to be the sequence of teaching-learning activities organized to bring a specified group of learners to the attainment of stated goals and objectives (Case, 1976: 40). The workshop served as the teaching-learning activities.

The concept of a faculty development curriculum had three desirable qualities.

1. It represented a non-threatening situation to the faculty participants.

2. The curriculum lent itself to evaluation.

3. A curriculum suggested a positive, growth-oriented, on-going process (Williams, 1977: 14).

The concept's qualities further enhanced the comprehensive faculty development model. An application of the model revealed its effectiveness in meeting the development needs of the faculty.

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Chapter 3

PROCEDURES AND METHODOLOGY

This MARP utilized the procedures and methodology associated with the development, implementation and evaluation of a comprehensive faculty development program. A three phase approach was employed.

Phase One: Program Development

The first phase of this study consisted of organizing a program committee and surveying the faculty. The committee had the responsibility for the design, implementation and evaluation of the program. The survey identified faculty needs and resource persons.

The Committee

The committee consisted of individuals from the Learning Center Committee (LCC), a school-wide standing committee. A presentation on the concept of a faculty development program was made to the LCC members by the investigator. Individuals who were interested in the program were asked to self identi-

fy. A total of eight persons offered to serve as the program committee.

The committee held three weekly meetings during which the program and its organization were discussed. It was decided that the program would be directed toward all full time faculty rather than only a segment of the campus such as the faculty within a specific department or division. The committee also determined that participation in the program would be on a voluntary basis. As a result of the voluntary aspect, the committee expected not only a widespread interest in the program but also a mix of faculty backgrounds and abilities.

The committee generally recognized the need for a program which included instructional, organizational and personal development. However, the committee determined that instructional development and specifically alternate teaching methods, would be the focus of the program. Program objectives related to the three areas of development were discussed and a general outline of the objectives were agreed upon. The objectives were written in their final form after the survey of the faculty was completed.

The Faculty Survey

The committee initiated a campus-wide survey that examined faculty needs. In addition, the survey identified individuals who were willing to share their knowledge and abilities with program participants.

The instrument used in the survey (Appendix A) contained questions related to potential program topics, organization of the program and meeting times. Space was provided after each question so that respondents could include items not on the form itself. A final statement on the instrument allowed a contributor to indicate his/her name and telephone number. The instrument was modeled after the questionnaire designed by Clare Rose, Center for Professional Development, California State University and Colleges, Berkeley, California (Bergquist and Phillips, 1975: 271-77).

Prior to distributing the instrument, the committee examined it for validity using the following criteria.

1. The questions covered the subject.
2. The questions were clear and unambiguous.
3. The questions sought responses which represented the individual's situation.
4. The questions allowed for a range of responses.

5. Each question was sufficiently inclusive.

With committee agreement on the instrument's validity, it was reproduced and distributed to the faculty. A copy of the instrument was given to each of the full time faculty via their campus mailbox. The faculty were to return the completed questionnaire to the committee chairperson within one week.

Data Treatment

The returned questionnaires were examined by the committee chairperson. Responses were tabulated manually.

A list of needs, ranked by frequency of interest was developed from the data of Question 1, "What subjects would you like to have discussed?" Written entries were read and included with the other choices.

Information from Question 2, "Would you consider experimenting with alternate teaching techniques?" was recorded. There were no written statements on Question 2 to be examined and recorded.

The data from Question 3, "How would you like to see the program organized?" were tabulated. There were five possible choices. Written responses indicated an interest

in the use of a facilitator/expert as the focus of the program. The interest was recorded by its inclusion in the tabular display.

The responses to Question 4, "Where would you prefer to meet?" were examined. A ranking was made. The written suggestions were included in the ranking.

The responses to Question 5, "How often would you like to meet?" were ranked according to the number of responses. The written entries were tabulated with the other responses.

Question 6, "What would be the best time to meet?" addressed both day and hour. The data were ranked by frequency of preference.

Responses to Question 7, "I have some experience or ideas to share" were read and listed by name and telephone number. Six committee members were requested to interview two of the potential contributors. The purpose of the interviews was to specifically identify the experience or idea that the individual(s) wished to share with the program participants. The interviews served as the identification of campus resource persons. The interviewers were instructed to transmit the essentials of the interview to the committee chairperson.

The data from the interviews were grouped into four major categories:

1. individualized instruction,
2. student academic skills,
3. group discussion,
4. other.

The Curriculum

A summary of instrument tabulations and contributor interviews was provided to each committee member. A committee consensus produced a program outline that matched faculty needs with the available on-campus resource persons. The committee viewed the need-resource combination as a unit. The units were seen as forming a curriculum of faculty development. The committee decided that the curriculum was to be given momentum by a facilitator who was knowledgeable in faculty development programs.

The facilitator, recommended to the committee by faculty at Moorpark Community College, was a Professor of Education at California State University, Northridge, a neighboring four year institution. Contact with the facilitator was established. The individual was given information on the

program and the results of the survey. The facilitator and the committee conferred on the program schedule. Mutual agreement among the facilitator, the committee and the contributors resulted in a fixed schedule. Thus, Phase One was completed.

Phase Two: Program Implementation

The second phase of the project consisted of increasing faculty support for the program and implementation of the curriculum.

Faculty Support

The committee sought to increase faculty support prior to implementation of the program. Six strategies were utilized (Gaff, 1975: 123):

1. Faculty awareness of the program was developed through the committee member's personal contact with fellow instructors and announcements in the faculty newsletter.

2. The program was limited to faculty needs and the available on-campus resources.

3. The program focused on the requested topics.

4. The program activities related to the instructional, organizational and personal development categories.

5. The program began with a small group of volunteers.

6. The program was conducted during regular campus teaching hours as requested in faculty survey data.

When the faculty were aware of the program and the program scheduling completed, the curriculum was implemented.

The Curriculum

The curriculum consisted of combinations of faculty needs and campus resource persons. The combinations were offered as a series of workshops (Bergquist and Phillips, 1975: 261). The workshops were structured so that they had four common characteristics:

1. Each workshop had a theme related to the faculty needs survey.

2. The workshops were scheduled well in advance so that the appropriate facilities were available. The facilities were provided by Ventura College.

3. The workshops were two hours in duration. Each workshop had an unstructured period of time at its conclusion for open discussions. The time aided in the interaction among the participants and usually resulted in a session that lasted over two hours.

4. The workshop challenged the participant to consider and explore new behaviors and concepts. This was facilitated by the open and supportive discussion that came to characterize the actual workshops and the open discussions.

The Program Schedule

There was one workshop scheduled per week for six consecutive weeks. Announcements of the workshops were distributed to all faculty through their campus mailbox (Appendix B). The first and last workshops were conducted by the facilitator. The intervening workshops were lead by the contributor(s) who were scheduled for the particular session.

At least one member of the program committee participated in each workshop. The committee representative made a record of topics discussed and activities pursued. In addition, the representative maintained an attendance record.

With the conclusion of the sixth meeting, Phase Two was completed.

Phase Three: Program Evaluation

The third phase consisted of the program evaluation. The evaluation employed a survey instrument and statistical

techniques. The evaluation was conducted after the program terminated. There were two reasons for the postprogram approach.

1. The evaluation acted to reinforce the various activities which were experienced during the program (Harmon and Glickman, 1965: 194-98).

2. An evaluation after the program resulted in a "cooling off" of the participant's overly positive or negative feelings (Bergquist and Phillips, 1975: 245).

As a result of the postprogram approach to evaluation, it was felt that the participant's responses were a more accurate indication of the degree to which the program met its objectives.

The Survey Instrument

The data for the evaluation were gathered by a faculty development program questionnaire (Appendix C). The instrument was modeled after one developed at Miami-Dade Community College (Nock, 1978). The instrument's structure paralleled that of the instrument used at Oakton Community College (Mittler, 1975: 22-23).

The instrument consisted of two parts. Part One: The

Objective Evaluation, sought to measure the extent to which the program objectives were achieved according to the participants. Its structure was that of a listing of the program objectives along with a rating scale. The participants were directed to use the scale to indicate the degree to which the objectives were met. The ratings were on a scale of 1 through 5 where 1 equaled objective "met completely" through 5 where objective "not met."

The survey's Part Two: The Subjective Evaluation, solicited information needed for planning other programs. By a series of open-ended questions which required a written statement data were collected on the program activities which were seen as most beneficial and those activities which were seen as the least beneficial. In addition, the second part asked for recommendations on ways to improve the program and topics for future discussions.

Instrument Validation

The instrument's content validity was examined by the committee. Validation began with a pretest. A panel of experts from Ventura College, consisting of a person knowledgeable in the construction of survey instruments, a reading

instructor and a person who participated in the program, examined the instrument prior to its dissemination. The panel addressed problems of ambiguity, inappropriate directions and whether the instrument's structure was appropriate for the planned data treatment. Once the panel's examination was completed, the instrument was tested by ten of the program participants. Points of confusion were noted. Questionnaire changes required by the test were made prior to its distribution to the program participants.

Instrument Reliability

The instrument was examined for reliability by the faculty development program committee chairperson. Reliability was determined through the use of the split-half reliability procedure (Appendix D).

A reliability coefficient of .995 suggested that the instrument contained little nonerror variance and that the instrument had a high degree of internal consistency. Accordingly, it was determined to be sufficiently reliable so that its data could be used in the formation of conclusions related to the program meeting its objectives.

The Study Population

The study population was identified as the 62 faculty who voluntarily participated in the program. Their names were recorded on the program attendance roster. A systematic sample of the population was drawn from the roster. Every other name was identified as part of the sample.

The sample size was 31 (N=31). Each person chosen as part of the sample received a survey instrument and a cover letter (Appendix E) via his/her campus mailbox. The instrument was to be completed anonymously within one week of receipt of the instrument and returned to the committee chairperson.

Data Treatment

Once the instrument had been returned by the participants, the forms were reviewed for completeness. The data from Part One and Part Two were tabulated manually. The tabulations were treated statistically as with Part One or subjectively as with Part Two.

The data of Part One were examined through the use of the mean rating score of each objective. The mean rating score was derived by multiplying the total of each graded

response for each objective by its alternate value. The products for each objective were summed. The summation was divided by the number of participants who rated the objective (Anastasi, 1976: 550-51). A mean score of 4.0 or greater resulted in the rejection of the null hypothesis associated with the objective. The rejection of the null hypothesis prompted the conclusion that the objective had been met by the program. An objective with a mean score less than 4.0 resulted in the acceptance of the null hypothesis associated with the objective. As a result of the acceptance of the null hypothesis, it was concluded that the objective had not been met by the program.

The data from Part Two of the instruments were summarized in tabular form. Participant comments on each of the instruments' five open-ended statements were examined. Recurring comments were identified. As a result of the identification, the comments were categorized.

The data from Statement 1, "Please list the aspects of the program which were the most beneficial," were placed within one of three categories:

1. the program,
2. specific activities in the program,

3. the program participants.

The data from Statement 2, "Please list the aspects of the program which were of the least benefit," were placed within one of two categories:

1. the presentations,
2. the facilitator.

The data from Statement 3, "What would you like to see done differently in a future program," were placed in one of three categories:

1. program organization,
2. program participation,
3. how to accomplish activities.

The data from Statement 4, "What issues or topics would you like to explore in a future program?" were placed in one of two categories:

1. instructional development,
2. organizational development.

The data from Statement 5, "Additional comments," were placed within one of two categories:

1. the program,
2. the participant.

Chapter 4

FINDINGS

The procedures and methodology of this MARP resulted in a series of findings that pertained to the program and the program participants. The findings were related to the three phases of the study.

Phase One Findings

The findings of the first phase of the program centered on the committee and the faculty survey.

The Program Committee

The program committee consisted of eight volunteers who were members of the Learning Center Committee. The characteristics of the committee members are given in Table 1. In the following tables, percentages are given to the nearest tenth of a percent. Also, the data in each table are ranked by frequency of response with the most frequent shown first.

Of the eight committee members, five were male and three

TABLE 1

CHARACTERISTICS OF THE PROGRAM COMMITTEE

Characteristic	Number	Percentage
Sex		
Male	5	62.5
Female	3	37.5
Years of Teaching Experience		
0-2	1	12.5
3-5	1	12.5
6-8	3	37.5
9-11	2	25.0
12 or more	1	12.5
Teaching Area		
Social Science	3	37.5
Natural Science	4	50.0
Health Science	1	12.5

were female. The teaching experience of the committee indicated that one member had two years experience and another had from three to five years. Three members of the group had from six to eight years and two people had from nine to eleven years. One person had been teaching for more than twelve years.

The teaching specializations of the members were the social sciences for three people, the natural sciences for four people and the health sciences for one person.

The Faculty Needs Survey

The faculty needs survey consisted of seven questions. The first question, "What subjects would you like to have discussed?" generated a total of 44 responses. A summary of the responses is given in Table 2. There were 12 categories. The data indicated that 18.2 percent of the respondents were interested in innovative techniques. Of the total, 15.9 percent sought information on the student's academic skills. Another 13.6 percent was concerned with learning and the hemispheres of the brain. Conducting a successful discussion was of importance to 9.1 percent as was individualized instruction. The student as a person,

TABLE 2

SUBJECTS OF INTEREST TO THE FACULTY

Subject	Number of Responses	Percentage of Responses
Innovative Techniques	8	18.2
Student Academic Skills	7	15.9
Learning and the Brain	6	13.6
Conducting Successful Discussions	4	9.1
Individualized Instruction	4	9.1
Student as a Person	3	6.9
Student Measurement (testing)	3	6.9
Team Teaching	3	6.9
Computer Assisted Instruction	2	4.5
Student Evaluation	2	4.5
Use of Media	1	2.2
Other: Facilities	1	2.2

TABLE 3

RESPONSES ON CONSIDERATION OF EXPERIMENTING WITH ALTERNATE TEACHING TECHNIQUES

Response	Number of Responses	Percentage of Responses
Yes	38	86.3
No	6	13.7

student measurement (testing) and team teaching each received 6.9 percent. Computer assisted instruction and student evaluation was each favored by 4.5 percent. The use of media and the "other" comment of facilities received 2.2 percent.

The second question, "Would you consider experimenting with alternate teaching techniques?" resulted in 44 responses. A summary of the responses is given in Table 3. The "yes" response accounted for 86.3 percent. The "no" response accounted for 13.7 percent.

The third question, "How would you like to see the program sessions organized?" resulted in 44 responses. A summary of the responses is given in Table 4.

Of the responses, 45.5 percent indicated a combination of group discussion, rotating group leader and a collection of teachers sharing. Group discussion by itself was favored by 31.8 percent. A total of 11.4 percent suggested the "other" category of a specialist conducting the program. The rotating group leader idea received 6.8 percent and a collection of teachers sharing received 4.5 percent.

The fourth question, "Where would you prefer to meet?" resulted in 44 replies. A summary of the replies is given in Table 5. The classroom accounted for 31.8 percent of the responses. Those who preferred the Faculty Lounge represented 25.0 percent. The Faculty Dining Room received 18.2 percent as did the "other" response of "any place convenient." An additional "other" comment, The Learning Center, accounted for 6.8 percent of the total.

The fifth question, "How often would you like to meet?" gathered 44 replies . A summary of the replies is given in Table 6. Once a week was favored by 38.6 percent. A monthly meeting was indicated by 31.9 percent. The bimonthly meeting accounted for 22.7 percent with the written response of twice a month for two months being preferred by 6.8 percent.

The first portion of the sixth question, "What would be the best time to meet?" resulted in 44 replies. The replies pertaining to the appropriate day for the program meetings are summarized in Table 7. The favored day was Thursday with 27.3 percent of the responses. Next was Tuesday with 25.0 percent. Monday with 20.5 percent was followed by Wednesday with 15.9 percent. Friday was the least favored with 11.4 percent.

Forty four replies were received for the second portion of question six which addressed the desirable time for the meetings. The data are given in Table 8. A time from 2:00 to 4:00 p.m. accounted for 43.3 percent of the replies. From 12:00 to 1:00 p.m. received 31.8 percent while 1:00 to 2:00 obtained 20.4 percent. The written responses indicated that 1:00 to 3:00 p.m. was wanted by 4.5 percent of the respondents.

The last item on the questionnaire, "I have some experience or ideas to share," generated 12 replies. After personal interviews by committee members, it was possible to specify that which the individuals wished to share. A summary of the data is given in Table 9.

TABLE 4

PROGRAM ORGANIZATION PREFERENCES

Organization Preference	Number of Responses	Percentage of Responses
Combination of Group discussion, Rotating Group Leader and collection of Teachers Sharing	20	45.5
Group Discussion	14	31.8
Other: Specialist Conducting the Program	5	11.4
Rotating Group Leader	3	6.8
Collection of Teachers Sharing	2	4.5

TABLE 5

MEETING PLACE PREFERENCES

Location	Number of Responses	Percentage of Responses
Classroom	14	31.8
Faculty Lounge	11	25.0
Faculty Dining Room	8	18.2
Other: Any Place Convenient	8	18.2
Learning Center	3	6.8

TABLE 6

MEETING FREQUENCY PREFERENCES

Frequency	Number of Responses	Percentage of Responses
Once a Week	17	38.6
Monthly	14	31.8
Bimonthly	10	22.8
Other: Twice a Month for Two Months	3	6.8

TABLE 7

MEETING DAY PREFERENCES

Day	Number of Responses	Percentage of Responses
Thursday	12	27.2
Tuesday	11	25.0
Monday	9	20.5
Wednesday	7	15.9
Friday	5	11.4

The first category of individualized instruction involved four persons with experiences to share. The second category of student academic skills contained three persons with experiences. The third category of group discussion consisted of one individual's experiences. The fourth category of "Other" contained four persons whose experiences did not match items on the survey.

The survey data revealed a lack of campus resources in the areas of organizational and personal development. A twofold decision was made to rectify the deficiency. First

the committee would attempt to recruit faculty who could make a contribution in the deficit areas. Second, a facilitator with expertise in the organizational and personal development areas would be employed. The committee considered the decision to be consistent with the program's goals and justifiable according to the survey data which indicated a faculty interest in the use of an expert. Action on the decision allowed the program to move into its second phase: program implementation.

TABLE 8

MEETING TIME PREFERENCES

Time	Number of Responses	Percentage of Responses
2:00 to 4:00 p.m.	19	43.3
12:00 to 1:00 p.m.	14	31.8
1:00 to 2:00 p.m.	9	20.4
Other: 1:00 to 3:00 p.m.	2	4.5

TABLE 9

FACULTY EXPERIENCES
TO SHARE WITH PROGRAM PARTICIPANTS

Category	Willing to Share
Individualized Instruction	Experience with self paced instruction in mathematics.
	Experience with self directed studies.
	Experience with audio-tutorial method of instruction.
	Experience with Keller plan/ mastery learning.
Student Academic Skills	Research on student reading abilities.
	Strategies of effective listening.
	Experience with math anxiety reduction.
Group Discussion	Experience with techniques of leading group discussion.
Other:	Experience with the instructional aspects of interdisciplinary core courses.
	Information on techniques for facilitating group dynamics and group leadership.
	Experience in classroom use of psycho-drama as a learning strategy.
	Need for self paced materials in basic English skills.

Phase Two Findings

The major findings associated with the second phase of the program related to the curriculum and the relationship between the program objectives and the program activities.

The Curriculum

Through the recruitment efforts of the committee, the curriculum was completed just prior to the beginning of the program. The program consisted of six weekly meetings. The meetings were held in a classroom on Thursday. Because of scheduling problems, the meetings began at 1:00 p.m. rather than the desired time of 2:00 p.m. as indicated by the faculty survey.

The first and last meetings were conducted by the facilitator, a specialist in education from California State University, Northridge. These meetings, as well as the intervening four, utilized a group discussion format. The discussion was started by the contributor(s) scheduled for the particular meeting. As a result of the meeting format, 15 to 30 minutes of each meeting were spent in an open period where participants shared their experiences and

concerns. In addition, time was available for small group discussion and problem solving sessions as well as panel presentations. The title of each meeting reflected the theme of the meeting. The theme gave unity to the particular meeting.

The first meeting, entitled "Joys of Teaching," was conducted by the facilitator. The activities of the meeting are given in Table 10. The participants experienced an open discussion that sought to help them identify teaching activities which made teaching a rewarding experience. The discussion lead into practice on determining a criterion of teacher goals and choices. The practice was gained through the use of small study groups. The techniques of the small study group were explained. Thus, the participants gained first hand experience in the use of the techniques by working on the problem of teacher goals and choices. The meeting concluded with a discussion on the various criterion identified by the small groups.

The second meeting, entitled "Feeling Good in Class," focused on the student and teacher. The activities of the

TABLE 10

FIRST MEETING ACTIVITIES

Meeting	Title	Activities
1	Joys of Teaching	Identification of rewarding teaching activities. Determining a criterion of teacher goals and choices. Development and use of study groups. Problem solving strategies.

meeting are given in Table 11. A presentation was made on the problem of student anxiety. Methods of reducing the anxiety were presented. The open discussion lead into the area of student-teacher learning contracts. Personal experiences related to the contract use were shared. Out of the sharing the idea of using a workshop format for courses that pursued student-teacher interests. The instructors presently using the format shared their impressions of its use.

TABLE 11

SECOND MEETING ACTIVITIES

Meeting	Title	Activities
2	Feeling Good in Class	Anxiety reduction techniques. Student-instructor contracts. Use of workshop course format.

At the third meeting, entitled "Increasing the Joys of Teaching," two presentations were made. The activities of the meeting are given in Table 12. The first activity concerned strategies associated with conducting a group discussion. A demonstration and practice underscored the difficulties involved with a group discussion. The second presentation pertained to effective listening. The lack of effective listening on the part of the student was illustrated. The contributor continued by providing teaching strategies that aid in increasing listening effectiveness.

The fourth meeting, entitled "Students and Reading," focused on reading. The activities of the meeting are given in Table 13. The participants were given a presentation on

TABLE 12

THIRD MEETING ACTIVITIES

Meeting	Title	Activities
3	Increasing the Joys of Teaching	Experience in group discussion strategies. Aspects of effective listening.

the need to assess their own knowledge regarding the elements of text reading. In addition, the participants were informed of the need to explain the many elements of reading to their students. The group also learned of the changes in the reading level of Ventura College students between 1975 and 1977.

TABLE 13

FOURTH MEETING ACTIVITIES

Meeting	Title	Activities
4	Students and Reading	Examining elements of reading. Status of student reading levels.

The fifth meeting, entitled "Helping the Student," was a collection of instructors sharing their experiences. The activities of the meeting are given in Table 14. A discussion on developing a student's sense of commitment and responsibility toward a course was held. Also, the practice of the student maintaining a journal was considered. One group of participants suggested that it was possible to humanize a course through the telling of personal experiences. The idea of redirecting student hostility through the use of standardized examinations was offered. The Educational Research Information Center was proposed as a source for data to be used in gaining insight on how other instructors have pursued personal growth. Similarly, the League for Innovation in the Community College was discussed as a source of discovering what other two year colleges were doing in the area of interpersonal growth for faculty.

The sixth meeting, entitled "Reflections on the Joys of Teaching," was conducted by the facilitator. The activities of the meeting are given in Table 15. The facilitator sought to synthesize the previous meetings and provide additional assistance in the personal development of the participants. The need for positive responses was discussed as was the need for offering students repeated

TABLE 14

FIFTH MEETING ACTIVITIES

Meeting	Title	Activities
5	Helping the Student	Developing student commitment and sense of responsibility toward the course. Student journal keeping ideas. Humanizing the teacher through the telling of personal experiences. Redirection of student hostility. Material on the Educational Research Information Center. Discussion on the League for Innovation in the Community College.

opportunities to learn the material. A discussion on the need to work toward maturing the participants intellect and interest in teaching lead to the idea of developing an instructor network of mutually supportive persons. Interested participants were asked to form the nucleus of the network.

TABLE 15

SIXTH MEETING ACTIVITIES

Meeting	Title	Activities
6	Reflections on the Joys of Teaching	A general review of past activities. Additional sharing of thoughts on: Use of positive responses to students. Increasing success through repeated attempts. Identification and work toward maturing faculty intellect and interest in teaching. Establishment of an instructor network.

Program Objectives and Program Activities

A juxtapositioning of program objectives and program activities was made. The relationship of objectives and activities is given in Table 16. Program objective 1 had one activity related to it as did program objective 2. Program objective 3 had six related activities while program

TABLE 16

RELATIONSHIP OF PROGRAM
OBJECTIVES TO PROGRAM ACTIVITIES

Program Objective	Program Activities
Faculty who participate in the program will have certain of their development needs met through:	
1. An evaluation of their present instructional circumstances.	Examining the elements of reading and readability of course texts.
2. A diagnosis of problem areas within the instructional conditions.	The status of student reading levels on campus.
3. Instruction in teaching methods.	Use of student-instructor contracts.
	Group discussion strategies.
	Elements of effective listening.
	Reduction of student hostility.
	Use of positive responses.
	Repeated opportunities for learning.

TABLE 16 (continued)

Program Objective	Program Activities
4. Assistance in curriculum development.	Identification of rewarding teaching activities.
	Use of workshop course format.
	Determining text readability.
5. An investigation of team-building strategies.	Development and use of study groups.
	Developing the student's commitment and sense of responsibility toward the course.
6. An examination of decision-making techniques.	Problem solving strategies.
7. Practice in conflict management.	Anxiety reduction techniques.
8. Group discussions about teaching.	All program activities related to the objective.
9. Presentations on methods of interpersonal growth.	Determination of a criterion of teacher goals and choices.
	Discussion on the League for Innovation in the Community College.

TABLE 16 (continued)

Program Objective	Program Activities
10. Assistance in personal growth.	Material on Educational Research Information Center. Identification and work towards maturing the intellect and interest in teaching.

objective 4 had three objectives related to it. Program objective 5 had two objectives. Program objective 6, 7 and 8 each had one activity. Program objective 9 and 10 each had two activities related to them.

Program Activities and Faculty Development Categories

The program activities were grouped according to the faculty development categories of instructional development, organizational development and personal development. The categorization is given in Table 17. There were ten activities in the instructional development category. Another three activities were in the organizational category. The

TABLE 17

RELATIONSHIP OF PROGRAM ACTIVITIES TO FACULTY DEVELOPMENT CATEGORIES

Faculty Development Category	Program Activities
Instructional Development	Examining the elements of reading and readability of course texts.
	The status of student reading levels on campus.
	Use of student-instructor contracts.
	Group discussion strategies.
	Elements of effective listening.
	Reduction of student hostility.
	Use of positive responses.
	Repeated opportunities for learning.
	Development and use of study groups.
	Developing the student's commitment and sense of responsibility toward the course.

TABLE 17 (continued)

Faculty Development Category	Program Activities
Organizational Development	Identification of rewarding teaching activities.
	Use of workshop course format.
	Determining text readability.
Personal Development	Problem solving strategies.
	Anxiety reduction techniques.
	Determination of a criteria of teacher goals and choices.
	Discussion on the League for Innovation in the Community College.
	Material on the Educational Research Information Center.
	Identification and work towards maturing the intellect and interest in teaching.

remaining six activities were in the personal development category.

Program Objectives and Faculty Development Categories

It was found that the interplay between the program objectives and the activities prompted the objectives to be more associated with one or the other of the faculty development categories of instructional development, organizational development or personal development.

A classification of objectives by faculty development category is given in Table 18. Program objectives 1, 2, 3, 5 and 8 pertained more to instructional development than organizational or personal development because of the emphasis of the related activities which focused on teaching techniques and strategies. On the other hand, Objective 4 related more to organizational development because of the activities which emphasized curriculum. Objectives 6, 7, 9 and 10 were in the personal development category because of discussions which stressed the individual as a person who makes decisions, manages conflict and strives to fully realize his/her potential.

TABLE 18

RELATIONSHIP OF PROGRAM OBJECTIVES
TO FACULTY DEVELOPMENT CATEGORIES

Faculty Development Category	Program Objectives
Instructional Development	Faculty who participate in the program will have certain of their development needs met through:
	1. An evaluation of their present instructional circumstances.
	2. A diagnosis of problem areas within the instructional condition.
	3. Instruction in teaching methods.
Organizational Development	5. An investigation of team-building strategies.
	8. Group discussions about teaching.
	4. Assistance in curriculum development.
Personal Development	6. An examination of decision-making techniques.
	7. Practice in conflict management.

TABLE 18 (continued)

Faculty Development Category	Program Objectives
	9. Presentations on methods of interpersonal growth.
	10. Assistance in personal growth.

Phase Three Findings

The findings associated with Phase Three: Program Evaluation, centered on the study sample and the data gathered by Part One and Part Two of the survey instrument.

The Study Sample

The attendance roster maintained throughout the program indicated a total of 62 participants. A systematic sample of 31 was drawn from the population. Each individual within the sample received a cover letter and a survey instrument. There were twenty one instruments used in the evaluation.

The Survey Data: Part One

The survey data of Part One indicated that the program

met three of its objectives. The program did not meet seven of its objectives. The following discussion delineates the specific objectives, the associated null hypotheses and the mean ratings which resulted in either the rejection or acceptance of the null hypotheses.

Objective 1 was not met by the program according to the participants. The objective was to simulate an evaluation of present instructional conditions. The associated null hypothesis (H-1) stated that the program did not stimulate an evaluation of present instructional condition. The participants rating of the objective is given in Table 19. A mean rating of 3.95 was less than the required mean rating of 4.0. Thus, H-1 was accepted and Objective 1 was considered not to have been met by the program.

TABLE 19

PARTICIPANTS RATING OF OBJECTIVE 1

Objective 1	Rating Scale 1	2	3	4	5	Mean Rating
Participants Rating	6	10	3	2	0	3.95

Objective 2 was met by the program according to the participants. The objective was to diagnose problem areas within the instructional condition. The associated null hypothesis (H-2) stated that the program did not diagnose problem areas within the instructional condition. The participants rating of the objective is given in Table 20. A mean rating of 4.33 was greater than the required rating of 4.0. Accordingly, H-2 was rejected and Objective 2 was considered to have been met by the program.

TABLE 20

PARTICIPANTS RATING OF OBJECTIVE 2

Objective 2	Rating Scale 1	2	3	4	5	Mean Rating
Participants Rating	7	14	0	0	0	4.33

Objective 3 was met by the program according to the participants. The objective was to provide instruction in teaching methods. The associated null hypothesis (H-3) stated that the program did not provide instruction in

teaching methods. The participants rating of the objective is given in Table 21. A mean rating of 4.28 was greater than the required rating of 4.0. Accordingly, H-3 was rejected and Objective 3 was considered to have been met by the program.

TABLE 21

PARTICIPANTS RATING OF OBJECTIVE 3

Objective 3	Rating Scale 1	2	3	4	5	Mean Rating
Participants Rating	10	7	4	0	0	4.28

Objective 4 was not met by the program according to the participants. The objective was to give assistance in curriculum development. The associated null hypothesis (H-4) stated that the program did not give assistance in curriculum development. The participants rating of the objective is given in Table 22. A mean rating of 3.28 was less than the required mean rating of 4.0. Thus, H-4 was accepted and Objective 4 was considered not to have been met by the program.

TABLE 22

PARTICIPANTS RATING OF OBJECTIVE 4

Objective 4	Rating Scale 1	2	3	4	5	Mean Rating
Participants Rating	2	6	9	4	0	3.28

Objective 5 was not met by the program according to the participants. The objective was to offer strategies in team-building. The associated null hypothesis (H-5) stated that the program did not offer strategies in team-building. The participants rating of the objective is given in Table 23. A mean rating of 3.76 was less than the required mean rating of 4.0. Thus, H-5 was accepted and objective 5 was considered not to have been met by the program.

Objective 6 was not met by the program according to the participants. The objective was to outline techniques in decision-making. The associated null hypothesis (H-6) stated that the program did not outline techniques in decision-making. The participants rating of the objective is given in Table 24. A mean rating of 3.38 was less than the required

mean rating of 4.0. Thus, H-6 was accepted and Objective 6 was considered not to have been met by the program.

TABLE 23

PARTICIPANTS RATING OF OBJECTIVE 5

Objective 5	Rating Scale 1	2	3	4	5	Mean Rating
Participants Rating	2	12	7	0	0	3.76

TABLE 24

PARTICIPANTS RATING OF OBJECTIVE 7

Objective 7	Rating Scale 1	2	3	4	5	Mean Rating
Participants Rating	5	11	3	2	0	3.90

Objective 7 was not met by the program according to the participants. The objective was to provide practice in conflict management. The associated null hypothesis (H-7) stated that the program did not provide practice in conflict management. The participants rating of the objective is given in Table 25. A mean rating of 3.90 was less than the required mean rating of 4.0. Thus, H-7 was accepted and Objective 7 was considered not to have been met by the program.

TABLE 25

PARTICIPANTS RATING OF OBJECTIVE 7

Objective 7	Rating Scale 1	2	3	4	5	Mean Rating
Participants Rating	5	11	3	2	0	3.90

Objective 8 was met by the program according to the participants. The objective was to facilitate group discussion on teaching. The associated null hypothesis (H-8) stated that the program did not facilitate group discussion

on teaching. The participants rating of the objective is given in Table 26. A mean rating of 4.33 was greater than the required mean rating of 4.0. Accordingly, H-8 was rejected and Objective 8 was considered to have been met by the program.

TABLE 26

PARTICIPANTS RATING OF OBJECTIVE 8

Objective 8	Rating Scale 1	2	3	5		Mean Rating
Participants Rating	10	8	3	0	0	4.33

Objective 9 was not met by the program according to the participants. The objective was to present methods on interpersonal growth. The associated null hypothesis (H-9) stated that the program did not present methods on interpersonal growth. The participants rating of the objective is given in Table 27. A mean rating of 3.52 was less than the required 4.0. Thus, H-9 was accepted and Objective 9 was considered not to have been met by the program.

TABLE 27

PARTICIPANTS RATING OF OBJECTIVE 9

Objective	Rating Scale					Mean Rating
9	1	2	3	4	5	
Participants Rating	3	7	9	2	0	3.52

Objective 10 was not met by the program according to the participants. The objective was to assist in personal growth. The associated null hypothesis (H-10) stated that the program did not assist in personal growth. The participants rating of the objective is given in Table 28. A mean rating of 3.66 was less than the required 4.0. Thus, H-10 was accepted and Objective 10 was considered not to have been met by the program.

TABLE 28

PARTICIPANTS RATING OF OBJECTIVE 10

Objective 10	Rating Scale					Mean Rating
	1	2	3	4	5	
Participants Rating	4	8	7	2	0	3.66

The Survey Data: Part Two

Part Two of the instrument: the Subjective Evaluation asked for participant comments on the most beneficial and least beneficial aspects of the program. In addition, participant comments were sought on that which could be done differently as well as topics or issues for future programs. The four statements generated a total of 49 responses. The responses to each statement were grouped by categories. The categories were apparent upon examination of the data.

Statement 1, "Please list the aspects of the program which were the most beneficial" elicited a total of 21 responses. A categorical grouping of the responses is given in Table 29. Three categories were used:

1. the program,
2. specific program activities,
3. the program participants.

Comments related to the overall program accounted for five of the 21 responses. There were 11 comments on specific activities. Comments related to program participants totaled five.

Statement 2, "Please list the aspects of the program which were of the least benefit" generated six responses. A categorical grouping of the responses is given in Table 30.

Two categories were used:

1. the presentations,
2. the facilitator.

Comments related to the presentations accounted for two of the responses. There were four comments related to the facilitator.

Statement 3, "What would you like to see done differently in a future program?" prompted nine replies. A categorical grouping of the responses is given in Table 31. Three categories were used:

1. program organization,
2. program participation,
3. how to accomplish activities.

Comments related to the program organization accounted for three of the responses. There were three comments on program participation. Comments related to the need for specifics totaled three.

Statement 4, "What issues or topics would you like to explore in a future program?" resulted in 13 responses. A categorical grouping of the responses is given in Table 32. Two categories were used:

1. instructional development,
2. organizational development.

Comments related to instructional development accounted for ten of the responses. There were three comments pertaining to organizational development.

TABLE 29

PROGRAM ASPECTS WHICH WERE THE MOST BENEFICIAL, BY CATEGORY

Category	Comment
1. The Program	The energy and sense of excitement I felt was a real "shot in the arm."
	Just the process of meeting with other faculty, to talk about teaching was thought provoking.
	The opportunity to meet is the greatest.
	The name "Joys of Teaching" was an upper.
	It served as a support group for persons at all concerned about trying experimental activities.
2. Specific Program Activities	Finding out how to do teaching activities.
	Learning about where many students are in terms of reading ability. For example, ignorance about the use of the index and appendix.
	Significance of readability of text and what constitutes readability.
	Student-instructor contracts.
	Use of student contracts.
	Reading information.
	Effective listening discussion.
	The discussion on listening.
	Discussion of effect of various types of presentation on students.

TABLE 29 (continued)

Category	Comment
	Facilitator's suggestions for dividing up time in class with beginning exercises.
	Discussion on origin of anxiety in students.
3. The Program Participants	Learning that others were grappling with the same problems and issues as myself.
	Finding others who were sympathetic.
	Identifying resource persons.
	Sharing common frustrations with fellow teachers.
	It brought "teaching oriented" persons together.

TABLE 30

PROGRAM ASPECTS WHICH WERE THE LEAST BENEFICIAL, BY CATEGORY

Category	Comment
1. The Presentations	Some contributors did not prepare us to try it.
	Sort of a hit and miss affair.
2. The Facilitator	Discussion about education which were not applicable to my situation.
	The facilitator, very fuzzy, spoke educationese.
	The outside facilitator.
	I really didn't get anything of value from the outside consultant.

Statement 5, "Additional comments" prompted five replies. A categorical grouping of the comments is given in Table 33. Two categories were used:

1. the program,
2. the participants.

Comments related to the program accounted for four of the responses. There was one comment regarding the participants.

TABLE 31

ACTIVITIES TO BE DONE DIFFERENTLY
IN A FUTURE PROGRAM, BY CATEGORY

Category	Comment
1. Program Organization	I think we should have immediately sent an official thank you to those who directed sessions.
	More regular meetings.
	Time and day.
2. Program Participation	More faculty, i.e. more multi-disiplinary "teams" that would meet and support groups as well as ideas.
	Broader participation.
	The people who need it most didn't show up.
3. How to Accomplish Activities	More work on how to accomplish things in class.
	Have people talk about specifics.
	More on the "how-to-do-it" level-demonstrate.

TABLE 32

ISSUES OR TOPICS TO EXPLORE IN A FUTURE PROGRAM, BY CATEGORY

Category	Comment
1. Instructional Development	Techniques for improving student retention (reducing the drop rate).
	Student motivation--how to reach the passive student.
	Recognizing student's fears of evaluation.
	How to help students deal creatively with test anxiety and related traumas.
	How to build-up more student responsibility for their own learning.
2. Organizational Development	More on team building.
	Team teaching.
	Team approach.
	Developing interdisciplinary classes.
	How to get rid of lectures.
	Subjective grading.
	What should be the role of the community college; transfer, occupational, remedial, special ed.
	Providing input into administrative/ management decision-making (as it affects teaching).

TABLE 33

ADDITIONAL COMMENTS, BY CATEGORY

Category	Comment
1. The Program	Its a great program--let's do it again.
	The program was a great idea.
	Keep it up.
	There should have been a summary of the program given out after the final session to reinforce some of what was learned.
2. The Participants	I gained some further appreciation of the talent and commitment of my colleagues.

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Chapter 5

SUMMARY AND CONCLUSIONS

The summary of the comprehensive faculty development program which was made was divided into the program's three phases: Phase One: Program Development; Phase Two: Program Implementation and Phase Three: Program Evaluation. From these all conclusions were formulated for each of the three phases of the progam and answers to the research questions were derived.

Summary

Summaries for each phase of the program were developed. The summary of Phase Three: Program Evaluation, was divided into two parts: Part One: The Objective Evaluation and Part Two: The Subjective Evaluation.

Phase One: Program Development

A summary of Phase One: Program Development indicated that eight faculty members responded to the call for volunteers who would serve as the program committee. In the group, 62.5 percent were male and 37.5 percent female. The majority of the individuals (75 percent) had taught for six or more years at Ventura College. Members of the committee represented the instructional specializations of social science, natural science and health science.

Three weekly meetings of the program committee resulted in a program outline oriented toward full time faculty with an emphasis on instructional development. The committee delineated a tentative set of program objectives and initiated a survey which sought to identify faculty needs and resource persons. A seven item questionnaire was distributed to all full time faculty.

The survey data indicated that over half of the respondents (65.9 percent) were interested in subjects such as innovative teaching techniques; student academic skills; learning and the hemispheres of the brain; conducting successful discussions and individualized instruction. The remainder (34.1 percent) were interested in the student as a person, student measurement, team teaching, computer assisted instruction, student evaluation, use of media and facilities. Further, most of the respondents (86.3 percent) were willing to consider experimenting with alternate teaching techniques.

The survey also revealed faculty preference in program organization and scheduling. Almost one half of the respondents (45.5 percent) indicated a preference for a program organization that utilized a combination of group discussion, rotating group leader and teachers sharing. In terms of scheduling, the respondents preferred to meet in a classroom once a week on Thursday from 2:00 to 4:00 p.m.

The survey identified 12 faculty members who were willing to share experiences or ideas with program participants. The majority of the experiences or ideas were in the instructional category (83 percent). Thus, there were few individuals who would make a contribution in the categories of organizational and personal development. As a result of the shortage in those categories, the committee decided to recruit faculty contributors in those categories. In addition, the committee made the decision to utilize the services of a facilitator who was a specialist in organizational and personal development. As a result of the recruitment effort and discussions with the facilitator and contributors, a program schedule was established.

Phase Two: Program Implementation

Phase Two: Program Implementation, involved the curriculum developed out of Phase One activities. The committee initiated the curriculum as a faculty development program entitled, "The Joys of Teaching". The program was presented in six weekly meetings. The meetings were held on consecutive Thursdays from 1:00 to 3:00 p.m. in a classroom. A scheduling of specific contributors at specific meetings reinforced the theme of each meeting.

The first meeting was conducted by the facilitator and involved activities directed toward the instructor. The

activities pertained to instructional, organizational and personal development. The activities included the identification of rewarding teaching activities; determination of a criterion of teacher goals and choices, use of study groups and problem solving strategies. The group discussion format of the meeting aided in establishing an open and supportive environment for the participants.

The second meeting focused on the student and instructor and addressed instruction, organizational and personal development. The contributors presented material and activities on anxiety reduction techniques and student-instructor contracts. In addition, the participants were made aware of the workshop course as a means of curriculum testing and development. The meeting emphasized group discussion to encourage openness and sharing among the program participants.

The third meeting addressed the instructor's need for instructional development. Presentations and practice were offered on strategies pertaining to leading group discussions and effective listening.

The fourth meeting was devoted to the topic of reading and related primarily to instructional and organizational development. Participants were informed of the need to determine the readability of texts that are assigned to students. In addition, they were advised of the need to teach students how to use a text. Changes in student

reading levels on campus were discussed. Although the meeting was essentially a formal presentation, it concluded with the participants sharing concerns and experiences related to student reading.

The fifth meeting was a collection of instructors sharing classroom experiences. The discussion pertained to instructional and personal development. Topics included developing student commitment to the class; student journal keeping; means of humanizing a course and redirecting student hostility. The participants were told about the Educational Research Information Center and the League for Innovation in the Community College.

The sixth meeting, conducted by the facilitator, was designed to offer closure to the program. The focus of the meeting was instruction and personal development. In addition to synthesizing the previous activities, the facilitator initiated a group discussion which dealt with the maturation of faculty abilities and interest in teaching. The meeting concluded with the establishment of a network of instructors who were interested in offering support to each other in terms of their learning and teaching activities.

An examination of the program objectives in relationship to the program activities assisted in establishing the relationship among the objectives and the three areas of

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instructional, organizational and personal development. Of the ten program objectives, five were in the instructional development category. One objective was in the organizational development category. The remaining four objectives were in the personal development category.

Phase Three: Program Evaluation

Phase Three: Program Evaluation was the evaluation of the program. The data for the evaluation were gathered through a survey instrument given to a systematically drawn sample of 31 participants. Each member of the sample was surveyed for his/her perceptions of the program. Sixty-seven percent of the returned surveys were usable. Analyses of Survey Part One: The Objective Evaluation and Part Two: The Subjective Evaluation were conducted.

Part One: The Objective Evaluation. In Part One of the survey, the participant was asked to rate each of the program objectives in terms of the degree to which the participant perceived fulfillment of the program objectives. A mean rating was determined for each of the objectives. When the mean rating was greater than 4.0, the null hypothesis related to the objective was rejected and the objective was considered to have been met. When the mean rating was less than 4.0, the null hypothesis related to the objective was accepted and the objective was considered not to have been met.

An analysis of the ratings indicated that the program had attained three of the objectives. The three objectives pertained to instructional development. The objectives were:

Objective 2. To diagnose problem areas within the instructional condition.

The program did not meet seven of the objectives. Two of the objectives that were not met were in the instructional development category. The objectives were:

Objective 1. To stimulate an evaluation of present instructional conditions.

Objective 5. To offer strategies in team-building.

The program objective in the organizational development category was not met. It was:

Objective 4. To give assistance in curriculum development.

The remaining four objectives which were not met by the program were in the personal development category. The objectives were:

Objective 6. To outline techniques in decision-making.

Objective 7. To provide practice in conflict management.

Objective 9. To present methods of interpersonal growth.

Part Two: The Subjective Evaluation. Part Two of the survey sought participant comments on four statements related to the program. There were 49 responses to Part Two. The

first statement pertained to the most beneficial aspects of the program. The 21 responses to the statement were divided into three categories. Five responses on the program itself were positive. Eleven other responses identified specific activities which were of value to the participants. An additional five responses related to program participants were positive.

The second statement within Part Two of the survey related to the least beneficial aspects of the program. Of the six responses to the statement, two pertained to a lack of contributor preparedness and the remaining four responses evidenced a general dissatisfaction with the facilitator.

The third statement within Part Two of the survey related to what could be done better in future programs. Of the nine responses to the statement, three pertained to program organization and scheduling; three addressed the issue of greater participation and three were directed toward the need for more "how-to-do-it" activities.

The fourth statement within Part Two of the survey generated 13 suggestions to be explored in a future program. Ten of the suggestions were within the instructional development category and pertained to teaching and teaching methods. Three of the suggestions were in the organizational development category and ranged from interdisciplinary course development to the role of the community college. There were no suggestions related to the personal development category.

The fifth statement sought additional comments. Five responses to the statement were made and all were supportive of the program and the participants.

Conclusions

The conclusions about the comprehensive faculty development program relate to the three phases of program development, implementation and evaluation. A series of conclusions are presented which respond to the research questions.

Phase One: Program Development

Conclusions of Phase One: Program Development pertain to the origin of the program, the committee members and the needs survey.

1. Interest in a faculty development program at Ventura College had a "grass roots" origin. The interest in the program grew out of the casual discussions among the individuals who were members of the Learning Resource Center (LRC) Committee where the need for such a program became more apparent. The need was heightened by a change in campus budget restrictions which impaired faculty development. Thus, personal interest and the economic situation lead to the formal establishment of a faculty development committee.

2. The experience and background of the committee members were of value in developing the program. The committee members had from two to ten years teaching experience that assisted in their understanding of the problems faced

by instructors and students. Further, the committee consisted of individuals from at least two instructional specializations, thereby increasing the program's dissemination opportunities. Meanwhile, the member's diverse backgrounds give balance to program design.

3. The committee members provided campus leadership in the faculty development program. Their leadership prompted the involvement of the college faculty in the program.

4. Soliciting of faculty input for program development was necessary so that the program could strive to meet the unfulfilled faculty needs.

5. The data gathered by the faculty survey were valid in terms of faculty needs and preferences. Faculty participation in the program and the positive comments about the program by the participants attest to the survey's accuracy.

It is concluded that the strength of the program's development was in its faculty origins. The faculty who were concerned about professional development formed a program committee. The program committee was able to formulate a development program by drawing upon their own experience and backgrounds. It was their leadership that initiated the program. Further development of the program was possible through a needs survey that accurately identified the professional needs of the faculty.

Phase Two: Program Implementation

Conclusions of Phase Two: Program Implementation pertain to the program meetings, the contributors and the activities.

1. The program was a unified series of meetings. The unification was aided by the program activities. The activities of each meeting were related to program objectives. Like the objectives, the activities focused on instructional, organizational and personal development.

2. The openness and mutual support displayed by the participants aided in developing a unified program. The openness was attributed to the group discussion format utilized in the meetings.

3. The scheduling of the six program meetings was in accordance with faculty plans as indicated by the survey data.

4. The contributors were faculty members with a concern for teaching and learning. The contributors had demonstrated concern for teaching and learning through research and experimentation. An interest in sharing their experience was evidenced through self identification on the survey or by responding to program committee recruitment efforts.

5. The program activities provided a learning situation for the participants as a result of the research efforts of their colleagues. In addition, the participants gained insight into common and/or unique problems encountered by other instructors. Finally, the participants were given the

opportunity to experiment with various strategies and techniques under the supportive tutelage of fellow faculty members.

6. The structure of individual meetings resulted in program activities which were not in sequence with related program objectives. Also, particular activities emphasized a program objective other than the objective initially related to the activity.

7. The program stressed instructional development. Five of the program objectives pertained to instructional development with one objective relating to organizational development. The remaining four objectives addressed personal development.

It is concluded that program implementation was successful because of the unity of the six meetings and the supportive environment which characterized the meetings. The support was augmented by the contributors and their interest in fellow faculty. Although the emphasis of the program was instructional development, organizational and personal development activities were offered.

Phase Three: Program Evaluation

Conclusions of Phase Three: Program Evaluation pertain to the objectives which were met and not met by the program activities, the facilitator and interest in a new program.

1. The program met 60 percent of its objectives in

the instructional development category of faculty development because of the number of program activities pertaining to the category. The preponderance of activities resulted from the committee's initial decision to emphasize instructional development; faculty interest as shown by the needs survey and program contributors who wished to share instructional activities. The objectives that were not met by the program had fewer related activities and little faculty interest.

2. The one objective in the category of organizational development was not met by the program activities. This was interpreted as the result of the lower number of activities in the category. The number of activities occured because of few contributors, either volunteers or recruits, who could assist faculty in organizational development.

3. The program did not meet any of the four objectives in the personal development category even though six related activities were offered. The objectives were not met because the activities were either not needed, inappropriate or inadequate. The lack of need is suggested by the needs survey data. Activities which were inappropriate, such as the use of a facilitator, aid in explaining negative comments made by participants. An example of inadequate activities was the discussions on information sources related to personal development rather than the information itself.

4. The participants found the association and sharing with other instructors to be a worthwhile aspect of the program. The written comments in the survey led to the conclusion. The conclusion is supported by the mean rating of objective number 8 that sought to facilitate discussions on teaching and the mean rating of objective number 3 that sought to provide instruction on teaching methods.

5. There was dissatisfaction with the facilitator. The written responses indicated that the participants did not understand the facilitator's role in the program. In addition, the low mean rating of objective number 4, 7, 9 and 10 that related to organizational and personal development, suggested the facilitator's lack of effectiveness.

6. The participants were interested in new programs. According to their suggestions, they would like greater faculty participation; specific instruction on teaching methods; more activities directed toward organizational development.

7. There was little faculty awareness reported on the need for personal development. The conclusion was based on the lack of program suggestions in the personal development category on the evaluation survey.

It is concluded that the program was most successful in meeting faculty needs in the instructional development category. The program was not successful in meeting the

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faculty needs in the categories of organizational and personal development. The lack of success was related to too few activities in the case of organizational development and incorrect planning in the case of personal development. The participants suggested a new, expanded program with a continued emphasis on instructional development and activities related to organizational development. Personal development was noticeable by its absence from the list of suggestions for a future program.

Answers to the Research Questions

Answers to the research questions were drawn from the conclusions derived from the MARP. Research question number 1 was: What are the needs of the faculty that were unfulfilled? The answer: initially faculty needs focused on instructional development. By the end of the program however it appeared that interest in organizational development was on the increase. A need for personal development was not expressed by the faculty.

Research question number 2 was: Can a comprehensive faculty development program satisfy faculty needs? The responses indicated the needs could be satisfied with the appropriate number of activities, provided the activities were directly related to specific needs. In the three categories of a comprehensive faculty development program, instructional development needs were reported as the easiest

to satisfy. Organizational development needs were more difficult to satisfy and required an accurate identification of the needs. Personal development needs were clearly the most difficult to satisfy. The low rating of the objectives related to personal development indicated a lack of satisfaction with the program's personal development activities.

Research question number 3 was: Is it possible to evaluate the faculty development program through its stated objectives? The answer: it was possible to evaluate the program through its objectives. Once the participants had rated the program's objectives, it became clear that more objectives had not been met than had been met by the program.

Recommendations

There were eight recommendations resulting from the MARP.

1. The comprehensive faculty development program at Ventura College be continued.

2. The part time faculty be actively included in the program as both participants and contributors.

3. The emphasis on instructional development be continued with greater stress on "how-to-do-it" presentations.

4. The activities related to the category of organizational development be increased in number and centered on

discussions pertaining to college governance procedures and the role of the community college in higher education.

5. The category of personal development become the focus of further research and a set of specific activities be developed and offered as part of the program.

6. The program objectives be reviewed and revised as needed, particularly in the personal development category.

7. The information from this MARP be utilized as baseline data for comparative purposes with future programs at Ventura College.

8. The future programs be subjected to empirical evaluation.

Strategies for Diffusion, Implementation and Change

Strategies for bringing the comprehensive faculty development program to more individuals on campus involve the program committee members and the faculty participants.

Diffusion of the Program

Diffusion of the program will occur through three activities.

1. Member of the committee will report the program activities at the committee member's department meeting.

2. The same report will be made to the faculty senate by the program committee chairperson.

3. A written summary of past program meetings will be distributed to department heads and a copy of the summary will be made available to all faculty in the campus library.

Implementation of the Program

Implementation of the program will be facilitated by three activities.

1. The program committee will be increased in number so that all areas of instructional specialization are represented.

2. More faculty contributors will be involved so that the study groups at a particular meeting will receive more individual attention.

3. Program participants will be encouraged to invite a colleague to the meetings.

Institutional Change

Institutional change can be facilitated by three factors associated with the comprehensive faculty development program.

1. The faculty will continue professional development through the on-campus comprehensive development program, thereby enhancing professional expertise.

2. The faculty will acquire more knowledge and awareness of students and fellow faculty through participation in the program. Thus, interpersonal relationships on campus can be more fully developed.

3. The faculty will be able to respond more effectively to changing institutional conditions and student needs through participation in the program. Accordingly, the postsecondary educational opportunities of the community can be further increased.

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APPENDIX A

FACULTY SURVEY

Members of the Learning Center Committee are in the process of assessing faculty needs related to their teaching role. The information gathered by this survey will be used to formulate a program which fulfills the needs. The following questions are structured from the program point of view.

Please return the survey by February 23, 1978. Place the form in the mailbox of Tom McDannold, committee chairperson.

1. What subjects would you like to have discussed? (Check (✓) as many as apply).
   a. Classroom techniques. ( )
   b. Individualized instruction. ( )
   c. Conducting group discussions. ( )
   d. Team teaching. ( )
   e. Student's academic skills. ( )
   f. Computer assisted instruction. ( )
   g. Learning and the brain. ( )
   h. Use of media. ( )
   i. Student evaluation. ( )
   j. Student as a person. ( )
   k. Student measurement. ( )
   l. Other_____

2. Would you consider experimenting with alternate teaching techniques?
   Yes_____ No_____

3. How would you like to see the program sessions organized" (Check one).
   a. Rotating group leader ( )
   b. Group discussion. ( )
   c. Potpourri of teachers sharing. ( )
   d. All of these. ( )
   e. Other_____
   _____

4. Where would you prefer to meet? (Check one).
   a. Faculty lounge. ( )
   b. Faculty dining room. ( )
   c. Classroom. ( )
   d. Other_____
   _____

5. How often would you like to meet? (Check one).
   a. Once a week. ( )
   b. Bi-monthly. ( )
   c. Monthly. ( )
   d. Other_____

6. What would be the best time to meet? (Check one in each column).

a. Monday. ( )	a. 12:00 to 1:00. ( )
b. Tuesday. ( )	b. 1:00 to 2:00 ( )
c. Wednesday. ( )	c. 2:00 to 4:00. ( )
d. Thursday. ( )	D. Other_____
e. Friday. ( )	

7. I have some experience or ideas to share:

_____

name telephone

APPENDIX B

PROGRAM ANNOUNCEMENTS

Announcement number 1.

THE JOYS OF TEACHING

A program designed to increase satisfaction in teaching

Topics to be explored are teacher needs, how to make teaching more fun, classroom techniques, theories of learning, innovative strategies, and more!

Come and spend as much time as possible.....

WHEN: Thursday, March 2, 1978
12 noon -- 2 p.m.

WHERE: J-4

WHO: The program is being conducted by the Learning Center Committee members and a professional facilitator!

Announcement number 2

VENTURA COLLEGE

INTER-OFFICE MEMO March 6, 1978

TO: All Faculty

FROM: The Learning Center Committee

SUBJECT: The Joys of Teaching

The first session of the Joys of Teaching was of interest. The discussion leader noted that one of the joys was to have an alert and eager group of student. The five step system for developing such a group is easily initiated in a classroom as are many of the suggestions made by those present. Those ideas included ways in which the instructor can avoid setting up a situation where the student can only fail, how to organize small reference groups within the classroom, and time saving ways to make sure homework assignments have been completed. The overall discussion was characterized by a concern for the student as well as the teacher. The next two meetings promise to be as noteworthy.

"Feeling Good in Class" is the theme of the meeting scheduled at 1 p.m., Thrusday, March 16, 1978 in JR. The meeting is in response to widespread interest in innovative teaching methods. The program will focus on how to conduct a successful group discussion, the development of learning packages, encouraging effective listening, and more.

Please join us in sharing the Joys of Teaching.

Come and spend as much time as possible.

March 9 -- "Feeling Good in Class."

March 16 -- "Increasing the Joys of Teaching."

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Announcement number 3.

REMINDER REMINDER

The learning Center Committee wishes to remind all faculty there will be another innovative teaching workshop THRUSDAY, MARCH 16, 1978, in J-4 at 1:00 p.m.

Topics to be covered at the meeting:

1. Effective listening.
2. Elements of reading.

Announcement number 4.

Once again the Learning Center Committee is offering a faculty program designed to explore the many deminsions of the Joys of Teaching.

Join us on THURSDAY, MARCH 30, 1978, at 1:30 p.m. in J-4 for a discussion on aspects of student reading problems.

Announcement number 5.

THE JOYS OF TEACHING THE JOYS OF TEACHING

The learning Center Committee wishes to remind all faculty of the Joys of Teaching meeting on THRUSDAY, APRIL 6, 1978, in J-4 at 1:30 p.m.

Topics to be covered at the meeting will be:

1. Aspects of helping students assume responsibility for their own learning.
2. The ERIC Clearinghouse for Junior Colleges.
3. The League for Innovation in the Community College.

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Announcement number 6.

REFLECTION ON THE JOYS OF TEACHING

All faculty members are invited to the final meeting of the Joys of Teaching program.

Our facilitator will be present and provide additional thoughts and ideas on increasing the joys of teaching.

Please Join us.

THURSDAY, APRIL 13, 1978.
1:00 p.m.
J-4.

APPENDIX C

FACULTY DEVELOPMENT PROGRAM QUESTIONNAIRE

Part I. Objective Evaluation.

The following statements are a list of the objectives of the Faculty Development Program. To the right of each statement is a rating scale. Please check (✓) the scale number which represents your perception of the degree of objective fulfillment. Using the following scale.

1-Met Completely | 2-Met to a Great Degree | 3-Partially Met | 4-Met to a Small Degree | 5-Was Not Met

One of the objectives of the program was to:

	1	2	3	4	5
1. Stimulate an evaluation of present instructional conditions.	( )	( )	( )	( )	( )
2. Diagnose problem areas within the instructional condition.	( )	( )	( )	( )	( )
3. Provide instruction in teaching methods.	( )	( )	( )	( )	( )
4. Give assistance in curriculum development.	( )	( )	( )	( )	( )
5. Offer strategies in team-building.	( )	( )	( )	( )	( )
6. Outline techniques in decision-making.	( )	( )	( )	( )	( )
7. Provide practice in conflict management.	( )	( )	( )	( )	( )
8. Facilitate group discussions on teaching.	( )	( )	( )	( )	( )
9. Present methods of interpersonal growth.	( )	( )	( )	( )	( )
10. Assist in personal growth.	( )	( )	( )	( )	( )

Part II. Subjective Evaluation.

The following statements solicit your comments on various aspects of the program. The information will be used to develop future programs.

1. Please list the aspects of the program which were the most beneficial.

   a._____

Part II. Continued.

1. b. _____

   c. _____

   d. _____

2. Please list the aspects of the program which were of the least benefit.

   a. _____

   b. _____

   c. _____

   d. _____

3. What would you like to see done differently in a future program?

   a. _____

   b. _____

   c. _____

   d. _____

4. What issues to topics would you like to explore in a future program?

   a. _____

   b. _____

   c. _____

   d. _____

5. Additional comments: _____

   _____

   _____

   _____

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APPENDIX D

SPLIT HALF RELIABILITY PROCEDURE

Utilization of the split half reliability procedure involved two steps (Anastasi, 1976: 114-16; McNemar, 1969: 168-69).

1. The Spearman Rho Rank Difference Correlation was determined. The instruments objective statements 1 to 10 were split by placing odd and even numbered objectives in two groups. The program participant's responses to each odd objective were ranked from 1 to 21. The same was done for each even objective. A rank difference was obtained for each odd-even pair. The rank differences were squared and summed (Table D.1). The sum was used in the formula:

$$p = 1 - \frac{6 (D^2)}{N (N^2 - 1)}$$

Where,

p (rho) = the correlation

D^2 = sum of differences squared

N = number of respondents

Thus,

$$p = 1 - \frac{6 (13)}{21 (441 - 1)}$$

$$p = .991$$

A table of p values indicated that eh coefficient was significant at the .01 level.

TABLE D.1

SPEARMAN RHO RANK DIFFERENCE COMPUTATIONS

Respondent Number	Rank Order Odd	Even	Rank Difference	Squared Rank Difference
1	1.5	1.0	0.5	0.25
2	1.5	2.5	-1.0	1.00
3	3.0	2.5	0.5	0.25
4	4.0	4.0	0.0	0.00
5	4.0	4.0	0.0	0.00
6	4.0	4.0	0.0	0.00
7	4.0	4.0	0.0	0.00
8	8.5	9.0	-0.5	0.25
9	8.5	9.0	-0.5	0.25
10	11.0	9.0	2.0	4.00
11	11.0	11.5	-0.5	0.25
12	11.0	11.5	-0.5	0.25
13	13.5	14.0	-0.5	0.25
14	13.5	14.0	-0.5	0.25
15	15.5	14.0	1.5	2.25
16	15.5	16.5	-1.0	1.00
17	18.0	16.5	-1.5	2.25
18	18.0	18.0	-0.0	0.00
19	18.0	19.5	-1.5	2.25
20	20.0	19.5	0.5	0.25
21	21.0	21.0	0.0	0.00
			$\sum D = 0.0$	$\sum D^2 = 13.00$

2. The p value was utilized in the Spearman-Brown Split Half Reliability technique. The formula used was:

$$rn = \frac{Nr}{1 + (N - 1)\, r}$$

Where,

rn=split half reliability coefficient

N=number of splits

r=Spearman rho rank difference correlation

Thus,

$$rn = \frac{2\ (.991)}{1 + (2 - 1)\ (.991)}$$

$$rn = .995$$

A reliability coefficient of .995 suggested that the instrument contained little error variance and high internal consistency.

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APPENDIX E

COVER LETTER FOR THE QUESTIONNAIRE

Dear Colleague:

Last semester, you participated in a program entitled "The Joys of Teaching." Your participation in the program prompts the attached questionnaire. The questionnaire is part of a major applied research project which I am conducting. The project pertains to faculty development programs.

A significant part of the project is an evaluation of last semester's program. Data for the evaluation are being collected through the use of the enclosed questionnaire. I am particularly desirous of obtaining your responses to both parts of the questionnaire. The first part pertains to the degree to which the program fulfilled its objectives. The second part asks for your statements about particular aspects of the program. The latter area seeks candid responses. To facilitate a frank reply, the questionnaire is anonymous. Summaries of the findings will be reported.

I will appreciate your completing the questionnaire prior to January 18, 1979 and returning it to my campus mailbox. Other phases of this project cannot be carried out until the questionnaires have been returned. I would welcome any comments that you may have concerning the program which were not covered by the questionnaire.

Thank you for your cooperation.

Thomas A. McDannold

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by THOMAS A. MC DANNOLD. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

April 7, 1979
(date)

Elizabeth L. Van Dalsem
Elizabeth L. Van Dalsem,
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

April 20, 1979
(date)

Sidney Adler
Sidney Adler, Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed. D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

May 8, 1979
(date)

John A. Scigliano
John A. Scigliano
Central Staff Committee Member

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